



# Grade 2 Social Studies Framework

## Course Overview

The Elementary Framework provides the foundational knowledge and skills necessary for young students to become empowered, informed, and socially responsible citizens. Through the study of history, geography, economics, and civics, students learn to interact with, and contribute to the world in which they live. Learning how to evaluate sources of information, craft arguments based on evidence, and take informed action helps students develop their civic identity and voice. Additionally, elementary social studies prepares students to meet the challenge of secondary social studies content and supports literacy development across subject areas. The elementary framework is designed to highlight opportunities in which the English language arts reading, writing, and speaking and listening standards can be integrated into the social studies class. In grades PreK - 3, content is organized within units of study that introduce and reinforce knowledge of the six Maryland State Social Studies Standards. In grades 4 -5, the state social studies standards are integrated into an overview of the history of the United States, using Maryland’s key figures and events as a lens into the national story. The framework broadens the historical narrative by including marginalized groups and encourages students to learn more about all members of their communities through the inquiry process.

To assist students in acquiring these skills, the content of the course is arranged around five of the six state social studies standards:

STANDARD	DESCRIPTION OF STANDARD
<b>Standard 1.0: Civics</b>	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
<b>Standard 2.0: Peoples of the Nations and World</b>	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
<b>Standard 3.0: Geography</b>	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

STANDARD	DESCRIPTION OF STANDARD
<b>Standard 4.0: Economics</b>	Students will inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
<b>Standard 5.0: History</b>	Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
<b>Standard 6.0: Skills and Processes</b>	Students will inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

### Standard 6.0

The four dimensions of The Inquiry Arc are reflected in Maryland’s Standard 6.0:

1. **Developing Questions & Planning Inquiries** – constructing compelling and supporting questions, planning inquiries, and determining helpful sources.
2. **Applying Disciplinary Concepts & Tools** – applying the disciplinary concepts and tools of civics, geography, economics, and history.
3. **Evaluating Sources & Using Evidence** – evaluating sources, identifying credible, relevant information contained in sources, using evidence to support and develop claims.
4. **Communicating and Critiquing Conclusions & Taking Informed Action** – communicating and presenting claims, critiquing claims, and identifying ways to address problems in their communities.

Throughout the course, students should be employing the social studies skills and processes delineated in the 6.0 Skills and Processes standard. Organizing these skills is the Inquiry Arc which provides a structure to facilitate effective instruction in social studies.

*The Inquiry Arc***ELA Integration**

Effective integration of English language arts standards into social studies curriculum affords students the opportunity to enrich their understanding of essential social studies content, develop civic reasoning, geographic and economic analysis, and historical thinking skills while simultaneously improving literacy development. When designing social studies units of study, teachers are encouraged to address ELA standards as they design instruction and assessment for the social studies standards. Additional detail regarding the indicators and objectives associated with Standard 6.0 can be found at [MSDE Social Studies homepage](#). Connections between Standard 6.0, media literacy, and English language arts standards in reading, writing, and speaking and listening can be found at the [MSDE English Language Arts homepage](#).

## Using this document:

The organization of the framework is uniform throughout the entire document. On this page the key terms that are used are defined to support the use of the document.

### Sample Unit Template

**Unit Enduring Understanding:** An **enduring understanding** is the overarching, conceptual guideline for the unit. Enduring understandings explain why this unit is important and connect important concepts and processes to history and the world today.

**Unit Question:** A **unit question** connects the big ideas in the enduring understandings and essential questions to the period of study. Everything in the unit contributes to answering this question.

### Layout of Social Studies Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
<p>The <b>content topic</b> indicates the umbrella under which several common topics are organized for study.</p>	<p><b>Essential questions</b> help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.</p>	<p><b>Indicator</b> statements assist teachers in determining how to link specific content to be studied to the essential question.</p> <ul style="list-style-type: none"> <li>• <b>Objectives</b> provide teachers with detailed information regarding what specific learning should occur.</li> </ul>

**Layout of English Language Arts (ELA) Integration**

<b>READING</b>	<b>WRITING</b>	<b>SPEAKING AND LISTENING</b>
English language arts reading standards identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access social studies content contained in the unit question.	English language arts writing standards identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to express social studies content contained in the unit question.	English language arts speaking and listening standards identify opportunities for teachers to integrate the ELA standards in their social studies units. These could be used to access and express social studies content contained in the unit question.

## Unit 1: Civics

**Unit Enduring Understanding:** People are part of multiple communities and their choices impact each of those communities.

**Unit Question:** How can you support your community?

### Unit Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Common Good	Why are decisions made on behalf of the common good?	<p>Students will analyze the role of the common good by:</p> <ul style="list-style-type: none"><li>defining equality as the same freedoms that are held by all people.</li><li>defining equity as people having what they need to be successful regardless of their identities.</li><li>recognizing that people are sometimes not treated fairly for reasons beyond their control.</li><li>explaining that the common good strives for goals of freedom, equality, equity, and fairness within a community.</li></ul>

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
<b>Government</b>	<b>Why do some people have power and authority over others in a democracy?</b>	<p><b>Students will analyze democracy by:</b></p> <ul style="list-style-type: none"> <li>• identifying that leaders in a democracy address the wants and needs of the people they serve.</li> <li>• exploring governing powers at home, school and the community.</li> <li>• contrasting challenges governing powers face based on where they are located, and the resources that are available to them.</li> <li>• exploring the tool of voting as a part of civic life that Americans use to participate in government and select people in power.</li> <li>• exploring tools of communication that Americans use to have their voices and ideas heard by those in government.</li> </ul>
<b>Democracy</b>	<b>What is a democracy?</b>	<p><b>Students will understand democratic ideals by:</b></p> <ul style="list-style-type: none"> <li>• identifying how multiple perspectives in a democratic society can complicate conflict resolution.</li> <li>• comparing how various systems of government have resolved conflict in the past and today.</li> <li>• identifying the communities in which they belong are democratic and those that are not.</li> <li>• recognizing how democratic symbols represent American values.</li> <li>• explaining what makes the United States a democratic community.</li> <li>• identifying the local, state, and federal levels of government.</li> </ul>

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Civic Engagement	How can people be civically engaged?	<p><b>Students will analyze responsible civic engagement by:</b></p> <ul style="list-style-type: none"> <li>describing characteristics of good citizenship through historic figures and ordinary citizens.</li> <li>explaining how participating in civic activities engages citizens with their communities.</li> <li>identifying civic engagement activities on the local, state and national level.</li> </ul>

### ELA Integration

READING	WRITING	SPEAKING AND LISTENING
<p><b>RI.2.1</b> Ask and answer such questions as who, what, when, where, why and how to understand key details in a text.</p> <p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>



READING	WRITING	SPEAKING AND LISTENING
<p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p>	<p><b>W.2.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.2.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.</p> <p><b>W.2.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

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<p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		

## Unit 2: Geography

**Unit Enduring Understanding:** Geographic tools can be used in order to identify locations, describe places in the world, and explain the movement of people, goods, and ideas.

**Unit Question:** How do geographic tools help people understand where they live in the world?

### Unit Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Place	What makes our school community's location special?	<p><b>Students will be able to explain how location makes their community unique by:</b></p> <ul style="list-style-type: none"> <li>• locating Maryland using cardinal directions on maps, globes, GPS, and Google Earth.</li> <li>• describing the relative location of Maryland by identifying the equator and north and south poles.</li> <li>• identifying continents and oceans near and far from Maryland on maps and globe.</li> <li>• locating key physical features and human-made features in their school community using maps and other geographic tools.</li> <li>• describing where places are located in their school community on a map using relative distance and direction, such as near-far, above-below and cardinal directions.</li> <li>• analyzing the school's community using bird's eye view that includes important landmarks in a school or community.</li> </ul>

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
<b>Human and Environmental Interaction</b>	<b>How does where we live impact how we live?</b>	<p><b>Students will analyze the unique human and environmental interactions in their school community by:</b></p> <ul style="list-style-type: none"> <li>• contrasting how regions across Maryland modify their environment to meet changing needs for shelter.</li> <li>• describing why and how people in Maryland protect the environment.</li> <li>• explaining how people adapt to changes in the environment.</li> </ul>
<b>Movement of People, Goods and Ideas</b>	<b>How do movement of goods and ideas influence the growth of community?</b>	<p><b>Students will describe how transportation and communication link people and places by the movement of goods and ideas by:</b></p> <ul style="list-style-type: none"> <li>• explaining how transportation links goods and people both near and far.</li> <li>• explaining how communication links people to ideas both near and far.</li> <li>• identifying goods and ideas that make their community special and come from both near and far.</li> </ul>

**ELA Integration**

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## Unit 3: Economics

**Unit Enduring Understanding:** Because of scarcity, people must make choices that involve trade-offs and consequences.

**Unit Question:** How are people impacted by the economy?

### Unit Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Producers	How do individuals and groups produce goods and services?	<p><b>Students will analyze producers by:</b></p> <ul style="list-style-type: none"> <li>• explaining how producers and consumers use natural, capital and human resources.</li> <li>• determining the key economic questions of what to produce, how to produce, and for whom to produce as guiding economic questions economists.</li> <li>• identifying the government as a producer who uses tax money to produce goods and services.</li> <li>• connecting the goods and services that are produced by local businesses and government to address the wants and needs of their community.</li> <li>• explaining how goods and services have changed over time.</li> <li>• identifying how technology and transportation have changed how goods and services are produced and exchanged.</li> </ul>

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
<b>Consumers</b>	<b>How do consumers make decisions?</b>	<p><b>Students will analyze consumer by:</b></p> <ul style="list-style-type: none"> <li>• explaining that because of scarcity, people must make choices about what they consume.</li> <li>• differentiating between goods and services.</li> <li>• explaining how consumers make decisions based on the costs and benefits of goods and services.</li> <li>• identifying how incentives influence consumers.</li> <li>• identifying opportunity cost and trade-offs as the result of choices.</li> <li>• determining how consumers acquire goods and services.</li> </ul>
<b>Personal Finance</b>	<b>How do consumers make financial decisions?</b>	<p><b>Students will describe an economy by:</b></p> <ul style="list-style-type: none"> <li>• explaining how available resources, wants, and needs influence family decisions.</li> <li>• identifying how people earn money.</li> <li>• identifying age-appropriate financial goals.</li> <li>• describing situations in which saving is necessary.</li> <li>• explaining the meaning and purpose of taxes.</li> <li>• developing a spending and saving plan including income and expenses.</li> </ul>



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## Unit 4: History

**Unit Enduring Understanding:** Students will be able to explain how historians use tools to understand the past.

**Unit Question:** What was life like in the past?

### Unit Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Context	How does when we live influence how we think?	<p><b>Students will analyze change over time by:</b></p> <ul style="list-style-type: none"> <li>creating timelines of key events from earlier time periods.</li> <li>analyzing events from the past using evidence that includes the voice of the people involved in the event.</li> <li>explaining why multiple perspectives emerge from people who experience a common event.</li> <li>analyzing the role that time, place, and surrounding events have on influencing how people interpret the present and past.</li> </ul>
Life in the Past	How is life different today than in the past?	<p><b>Students will analyze life in the past by:</b></p> <ul style="list-style-type: none"> <li>analyzing photographs, images, and text from the past.</li> <li>comparing images and text descriptions of the past with today.</li> <li>explaining how life today is similar and different than in the past using evidence from a variety of sources.</li> </ul>

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